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ABSTRACT

This publication, the third in a series of modules designed for paraprofessionals working with handicapped children, presents objectives and related activities for three competencies in behavior management. The first competency, on the definition and underlying concepts of behavior management, focuses on the application of behavior management principles to everyday life and learning situations. The second competency addresses the role of the paraprofessional in behavior management, with objectives centered on the importance of self-awareness, observation and recordkeeping. The final competency deals with specific behavior management techniques (ignoring, signal interference, proximity control, interest boosting, humor, hurdle lessons, restructuring, routine, values clarification, removal of seductive objects, antiseptic "bounce," and physical restraints.) Activities and test questions are identified for each of the module's objectives. (CL)

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BEHAVIOR MANAGEMENT

Training Module

by

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LEARNING AND EDUCATION FOR EXCEPTIONAL PARAPROFESSIONALS (LEEP)

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SUGGESTIONS FOR CONDUCTING TRAINING SESSIONS

Before the Training Session

1. Familiarize yourself with the module. Read the module in order to learn the content of the module. Be familiar with the contents (activities and directions) to prevent stumbling during the training session.

2. Find out the needs of the trainees, their strengths and weaknesses and the amount of time you will have for training.

3. Adapt the module to fit the needs of the trainees and the time designated for training (e.g., four one-hour sessions, two four-hour sessions). Decide which parts of the module you will use.

4. Schedule a location for the training session. Be sure the room will lend itself to training activities--e.g., blackboard or chart; room can be darkened, enough seating and space for trainees, location of outlets.

5. Decide which audiovisual materials (films, videocassettes) will be needed so that they can be ordered.

6. Reserve audiovisual equipment needed. If possible, check to see that it works. Remember special items such as adaptors, extension cords, take-up reels, extra projector bulbs.

7. Adapt and/or reproduce all handouts needed. If possible, color code them for clarity.

8. Revise the training format to reflect your own training style and presentation plans. Make notes in the margins next to the activities.

9. Become familiar with local resources. Identify agencies, consultants, etc., to inform trainees of local contacts.

10. (Optional) Obtain folders or notebooks for trainees' handout materials. Handouts tend to get scattered if not kept in one place.

11. Review, if necessary, some basic principles of adult learning and training techniques.

12. Develop or adapt an evaluation form to use at the completion of the training session.

During the Training Session

1. Set the stage. If trainees do not know each other, use a few introductory ice-breaker activities at the beginning.

2. Use relaxed training approach. Create a "learning can be fun" attitude to help trainees feel free to participate.

3. Provide in-house rules if appropriate—e.g., use of the bathroom, getting coffee if it is provided, etc.

4. Review the handouts, if they have been given as a packet of materials, to ensure trainees have all of them.

5. Have all the materials needed for training on hand--e.g., magic markers, newsprint, chalk, audiovisual equipment, handouts, etc.

6. Elicit participation from trainees as soon as possible.

7. Observe the trainees for signs of involvement or lack of involvement. Be attuned to their needs and build in short breaks or change of pace of the activities.

8. Be aware some trainees may monopolize the discussion or digress from the subject. Trainer should include all trainees in discussing and help them adhere to the topic.

9. Introduce audiovisual presentations with preview questions to provide the trainees with guides for viewing the audiovisuals.

10. Make notes as you proceed to help in planning future training sessions. Note areas of confusion, activities that may need to be revised.

11. Use an evaluation form at the end of the workshop to obtain feedback from the trainees.

After the Training Session

1. Straighten the room--e.g., erase the blackboard, empty ashtrays, turn off the lights.

2. Return borrowed audiovisual equipment and materials.

3. Follow-up on requests for additional information from trainees.

4. Incorporate trainees' comments from the evaluations into future training designs.

5. Do a self evaluation of the workshop. What were its strengths and weaknesses?

6. Complete workshop correspondence. Write thank you letters to any consultants used in the workshop.

7. File the training design and a roster of participants so that you will have it available if needed.

COMPETENCY I:

The Participant Will Be Able to Discuss the Definition and Underlying Concepts of Behavior Management

Objective 1.0

Competency I: The participant will be able to discuss the definition and underlying concepts of behavior management.

Objective 1.0	Content	Activities	Time	Test Questions
The participant will verbally relate the concepts of the definition of behavior management.	I. Definition: A. Meaning assigned to it here encompasses all the means people use to help children maintain, acquire, or alternate behaviors, attitudes and skills that are acceptable for their age and abilities. *B. Behavior management includes all the things used in teaching children what you want them to learn. This includes not only social behaviors, but also behaviors that relate to cognitive, motor, language, and emotional development. C. This includes utilizing people, settings, curriculum and instructional techniques to maximize children's social, cognitive, motor, emotional, and language development. D. How does this differ from behavior modification. E. What negative connotations are associated with "modification" as opposed to management.	**1. Brainstorming:** All participants are asked to state words or brief concepts which convey their belief or idea of behavior management. Record every comment on the chalkboard or newsprint. **2. Discussion:** As the trainer, sift among the ideas and comment upon those ideas which relate to the definition. Ask people to expand upon their ideas and provide examples of their concept. **3. Mini-lecture:** DEFINITION OF BEHAVIOR MANAGEMENT Summarize everyone's comments and briefly relate the definition of behavior management as it will be utilized during training. **4. Handout:** SOME CONCEPTS OF BEHAVIOR MANAGEMENT Have participants read the handout and raise questions.	5" 10" 5" 5"	1. Behavior management includes: a. all things used in teaching children b. only verbal praise c. reinforcement by verbal praise and touch (A) 2. Behavior modification is ? behavior management. a. the same as b. different than c. a subset of (C) TRUE/FALSE 3. A child's behavior only gets better once a behavior management program is initiated. (F) 4. Once a behavior is well established, it is difficult to change. (T) 5. Positive reinforcement is a stronger means of changing behavior than punishment. (T)

BRAINSTORMING AND DISCUSSION

What Is Behavior Management

Participants are asked to state words or brief concepts which convey their belief or idea of behavior management. Trainer records every comment on chalkboard or newsprint.
Comments may include:

- punishment
- way to control
- help child's self-concept
- helping a child learn right from wrong
- correction
- setting limits
- showing love
- setting a good example
- helping children learn to accept criticism
- help children get along
- self-respect and respect for others
- guiding children

The trainer should comment upon those ideas which relate to the definition of behavior management. Ask participants to provide examples of their concept/idea.

MINI-LECTURE

Definition of Behavior Management

Note to Trainer:

Participants should be supported for working so hard on these tasks. The reason for spending time orienting participants to the meaning of behavior management utilized throughout this module is to dispel apprehensions many persons have about behavior management. These apprehensions are usually related to using behavior management and behavior modification as meaning the same thing.

Recognize, indeed, that many "experts" use the terms behavior management and behavior modification as synonymous. Review some of the negative connotations frequently associated with behavior modification, for example, controlling/manipulating behavior; lack of free will and choices; developed by psychologists using rats/pigeons, etc.

A single accepted definition of behavior modification does not exist at the present time. To many behaviorists, behavior modification is viewed as a defined set of clinical principles and procedures used to change behaviors. On the other hand, many educators view behavior modification as a teaching technique which is based on the old principle of reward and punishment. The principle of reward and punishment suggests that when a behavior is rewarded that behavior is likely to be repeated so that it can be rewarded again. When a behavior is punished, it is likely to decrease or stop completely, to avoid punishment.

The concept of behavior management used in this module has a broader meaning. Behavior modification is part of the behavior management program. Behavior management affects everyone's behavior, adults and children, in all aspects of life.

Note to Trainer:

Find out if the group can buy into this concept. If not, you will need to explore with them what is preventing them from accepting this idea. You may need to review the

brainstorming and discussion of the participants' definition of behavior management.

HANDOUT

Some Concepts of Behavior Management

1. Behavior is learned.

2. Encouragement and positive reinforcements are stronger means of helping children learn appropriate behaviors than disapproval and punishment.

3. Consistency in the adult's behavior towards the child's behavior is more effective in helping the child learn appropriate behaviors than sporadic approval.

4. Behaviors which are appropriate for one stage of development may persist longer than they should.

5. If a behavior is well established, it is more difficult to change it than to teach a new behavior.

6. Change should be gradual rather than abrupt.

7. All children need frequent social contact with adults and peers.

8. Negative behaviors are often a child's way of getting adult attention.

9. Behavior management can be a powerful tool. Sometimes futile, foolish or dangerous things can be taught.

10. People have to decide what to teach. Behavior management provides a "how to" not the "what."

11. Learning behavior management techniques does not make the average person a specialist. Help will still be needed on problems that are complex or beyond competence.

12. Frequently, the child's behavior will seem to get worse when a behavior management program is initiated.

13. Children under pressure to achieve, accompanied by much criticism, may resist in a passive way.

14. It is important for the adults to know themselves. Children will quickly learn the adults' strengths and weaknesses. If the adult is easily upset by disobedience, children may learn to disobey the adult.

15. Choose the time and place carefully whenever one consciously begins a behavior management approach with a child.

COMPETENCY I:

The Participant Will Be Able to Discuss the Definition and Underlying Concepts of Behavior Management

Objective 2.0

Competency I: The participant will be able to discuss the definition and underlying concepts of behavior management.

Objective 2.0	Content	Activities	Time	Test Questions
Participant will be able to list ways in which the principles of behavior management are used in everyday life.	1. Each of us has a set of values from which we make decisions and set expectations for behaviors. 2. Values are our rights and responsibilities which determine the basis for our actions and manage our lives. 3. Sources for behavior and values come from: a. primarily parents and significant adults b. peers c. laws/regulations d. religious beliefs e. customs 4. Sources of values are the same for each generation; as technology grows, customs change, religious beliefs may become more strict or more liberal.	1. **Small Group Activity:** Values. 2. **Small Group Activity:** Rights of students.	15" 20"	1. We learn our values primarily from: a. parents and other significant adults b. religious influence c. custom of country (A) 2. Values: a. teach negative behaviors b. change from day to day c. are rights and responsibilities (C) 3. Sources of values change from each generation. (True/False) (F)

SMALL GROUP ACTIVITY

Values

Divide the large group into small groups of three to five persons. Have each group do the following:

1. List 10 values which govern their lives.
2. Prioritize the three most important values from the list of ten.
3. In a column next to the values record the sources for those values.
4. Share with large group.

The trainer records the lists on chalkboard while the groups share. Discussion should focus on how values help to mold or manage behavior. The sources of behavior and values primarily come from parents and significant adults, peers, laws, religious beliefs, and customs. The sources of values remain the same for each generation. However, as technology grows and customs change, the values may become more strict or more liberal.

SMALL GROUP ACTIVITY

Rights of Students

Participants remain in their small groups. Each group does the following:

1. List rights of students in a school setting.
2. List possible behaviors--two positive and two negative for each right.
3. Discuss lists.

Example:

Right

I. Right to Learn

A. Describe Behavior
   1. pays attention
   2. asks questions when uncertain

B. Negative Behaviors
   1. disrupts classroom
   2. disturbs peers

Trainer: end discussion by relating how our values help us understand ways to manage behavior of students.

COMPETENCY I:

The Participant Will Be Able to Discuss the Definition and Underlying Concepts of Behavior Management

Objective 3.0

Competency I: The participant will be able to discuss the definition and underlying concepts of behavior management.

Objective 3.0	Content	Activities	Time	Test Questions
The participant will describe verbally the use of behavior management in learning situations.	1. a. A number of factors are present in all learning situations: • adult model • peer model • classroom environment b. Some factors contribute in positive ways c. Some factors contribute in negative ways 2. Controlling behavior through voice and body gestures	**1. Mini-lecture:** Use of behavior management in learning situations. **2. Small Group Activity:** Ways voice and gesture control behavior. **3. Mini-lecture:** Talking to students. **4. Small Group Activity:** Talking to students.	5" 10" 5" 10"	1. The adult's modeling of behavior helps students in the learning process. (True/-False) (T) 2. An example of the way classroom factors contribute to behaviors can be seen in: a. a student throws spit balls b. a little girl imitates her teacher's posture and mannerisms c. the class won't settle down (B) 3. We can control behavior through: a. eye contact with student b. voice and gestures c. telling students to leave the room (B)

MINI-LECTURE

Use of Behavior Management in Learning Situations

All learning takes time and the learning of appropriate behaviors and skills is no exception. Often statements such as "I've tried everything" reflect that many techniques have been used and that the plan of action may not have been given enough time to succeed.

A number of factors are present in all learning situations which, if understood and used effectively, contribute to the learning process. The first is that the adults demonstrate by their actions behaviors the student may acquire. Namely, the teacher, the aide, the volunteer, the parent models behaviors for the student. If the adults demonstrate behaviors that show the student that they have confidence in him to acquire appropriate behaviors and that they have standards of behavior, the student will begin to internalize the adult's behaviors. Remember that this does not occur at once. For example, most learning involves relating to students on a one-to-one basis. Personal conversations, smiles, individual and group recognition, reprimands, etc., involve behavior management. Students also imitate the behavior of other students in the room. One student can be used to help another model appropriate behavior.

Second, the classroom environment provides another use of behavior management. In educational settings the adults set the emotional tone through their behaviors towards the students and other adults in the setting, the rules and expectations, the daily schedule, the room arrangement, and the learning tasks. Thus, the classroom environment can help the student learn about the order in society, learn to predict consequences for behaviors, and learn to make choices regarding his/her behavior.

However, the three factors--adults modeling behaviors, peers modeling behaviors, and the classroom environment--can contribute negatively to children's development. Some ways in which this may occur are:

- The adult models inconsistent behaviors, e.g., changing plans arbitrarily due to being in a good or bad mood.
- The adult's use of the physical environment does not enhance learning, e.g., cluttered, messy, chaotic use; few pictures, bare, unattractive room, etc.
- The adult's expectations of students' behaviors and learning tasks are unrealistic for the students' ages and abilities.
- The rules and limits are arbitrary.
- The adult's voice and body gestures are inconsistent with his actions; i.e., using a shrill voice to get control in a disruptive classroom.

SMALL GROUP ACTIVITY

Ways Voice and Gesture Control Behavior

Participants divide into small groups of three to five persons. Each person in the group relates an example from their classroom which exemplifies how voice or gesture can control behavior.

Some examples may include:

1. Adult shakes her head to a boy who is about to throw spit balls at his neighbor.

2. Adult speaks in a very soft voice to a group of students who are extremely loud; they quiet down to hear what the teacher is saying.

3. Adult uses a loud voice to rise above room sounds so that students can hear her.

MINI-LECTURE

Talking to Students

We often use our voice and body gestures to control and to prevent a lot of things from happening. If everything is going well, the teacher's voice is usually soft and casual. If there is a need for more control, the teacher's voice takes on a firm tone which seems to say: "easy does it, watch that, etc." Her voice and direct words may bring the situation to a more even keel.

If an area of the room breaks out into misbehavior, the teacher's voice may become loud and rise above the room sounds to let everyone hear what she has to say. Her resounding voice which differs from her warm, soft voice tells the children to listen for something important.

Remember, it is easy to let our voices betray our true feelings about behaviors which upset us. Many times a teacher will adopt practices to manage a difficult student which are inconsistent with her basic beliefs and behaviors. At such times, we need to listen to ourselves, look to see what our mistakes have been, and look at what the student's faces and behaviors are telling us.

Frequently, the teacher's hands, face and body actions are needed to emphasize the words. The teacher needs to get over to the troubled student and not call across the room. She needs to get to the level of the student and talk directly to him. She may choose to reach out and gently take hold of the child. She may choose to sit down with the child and talk out the situation.

SMALL GROUP ACTIVITY

Talking to Students

Participants divide into groups of three to five persons. Play a tape recording of various communications within a classroom. Each group analyzes communication in regards to student behaviors it is trying to control.

COMPETENCY I:

The Participant Will Be Able to Discuss the Definition and Underlying Concepts of Behavior Management

Objective 4.0

Competency I: The participant will be able to discuss the definition and underlying concepts of behavior management.

Objective 4.0	Content	Activities	Time	Test Questions
Participants will learn how to construct and carry out a daily schedule which will aid in managing behavior.	1. Consideration of needs of children: a. individual needs b. small group instruction c. large group instruction d. quiet activities e. rigorous activities f. staff planning time 2. Reasons for schedule: a. clarify roles and responsibilities b. planning and defining expectations for children c. convey order and consistency 3. Examples: a. preschool schedule b. public school schedule 4. How daily schedule contributes to room arrangement: • daily schedule helps to determine how the room is to be arranged • every space has a function • there should be stated rules for space usage • busy, complicated arrangements can be con-	**1. Mini-lecture:** The daily schedule. **2. Handout:** Preschool schedule or public school schedule. **3. Brainstorming:** Why is room arrangement an extension of the daily schedule? **4. Small Group Activity:** Room arrangement. **5. Discussion:** Transition activities.	5" 10" 10" 15" 10"	1. A daily schedule is helpful in: a. defining expectations for children b. letting parents know when to observe c. clarifying responsibilities (A&C) 2. A daily schedule can contribute to a room arrangement. (True/False) (T) 3. A problem with maintaining children on a daily schedule is: a. making schedule transitions b. trying to fit all the subjects in c. making time for parent observation (A)

Objective 4.0	Content		Activities	Time	Test Questions
(continued)	fusing and contribute to chaotic behavior • dull, bare rooms seldom stimulate excitement for learning • displays, materials, etc., should be in close proximity where they will be used • storage space should be accessible to child • quiet areas should not be next to noisy areas 5. Making transitions which the daily schedule: One of the most neglected areas in planning is the transition from one activity to another. As adults we assume that transitions just happen. However, many behavior problems occur during transition times. As many as ten to fifteen transitions occur in a typical day. If transitions can occur in an orderly fashion, the student's and teacher's day will be much easier. (Recall with participants the daily schedule examples noting the emphasis placed on this aspect under adult responsibilities.)				

MINI-LECTURE

The Daily Schedule

The daily schedule is one of the first steps in planning an effective program. Although the schedule is the responsibility of the teacher, anyone who is involved in the setting on a regular basis should be involved.

In planning the schedule consideration should be given to the needs of the children (e.g., individuals, small group, and large group instruction) periodic change of pace (e.g., quiet, semi-active, and very rigorous activities), and staff assignments (e.g., time for planning, preparing materials for activities, presenting tasks, etc.).

The handout, An Example of a Preschool Schedule or a Public School Schedule, has some unique aspects that identify some of the anticipated children's "problem" behaviors and the adult responsibilities. This method helps to clarify roles and responsibilities throughout the day and can be utilized in any setting.

Note to Trainer:

Stress the importance of everyone, both children and adults, being knowledgeable of the daily schedule and knowing when changes occur in the schedule. The schedule helps to convey that there is order and consistency in life.

HANDOUT

Examples of a Preschool Schedule

Daily Schedule

Children's Behaviors	Adult Responsibilities
8:30 Free Time	
1. Child doesn't want to leave Mom. 2. Child won't get involved in activities that are out. 3. Child is sleepy, clings to teacher. 4. Bus arrives. 5. Parent wants to talk to teacher. 6. Volunteers arrive.	1. Are materials out in advance or do children get them out as they play? 2. What are the roles of: Teacher? Assistant? • Who supervises free time? • Who greets children, helps with coats? • Who orients the volunteers? 3. What is being done to prepare for next activity? 4. What are clean-up procedures?
8:45 Circle Time	
1. How do children move to circle time? 2. How do children sit? 3. Child picks up block and carries it with him. 4. Child wanders off after a few minutes.	1. What materials and activities are needed? 2. What are the roles of adults? 3. How are children moved to circle time?
9:00 Breakfast/Snack	
1. Child arrives at center. 2. Child spills food. 3. Child throws food. 4. Children finish eating at different times.	1. Do all children eat at the same time? 2. What are roles of teacher, assistant, and volunteer? 3. Who serves children? 4. Who cleans tables? 5. What is being done for next activity?

Children's Behaviors	Adult Responsibilities
9:15 Brush Teeth	
1. Child runs down hall. 2. Two children swap cups. 3. Children hit each other with brush while standing in line. 4. Child plays in water while brushing his/her teeth.	1. What are the procedures? 2. How do children get brush? Cups? 3. How do children get from snack to brushing teeth? 4. How do children get to bathroom? 5. Does everyone brush at same time? 6. Are children split by sex? 7. What are the roles of the teacher, assistant, and volunteer? 8. How do children return to classroom? 9. What is being done for next activity?
9:30 Free Play **Learning Centers**	
1. Child doesn't want to stay in center for required time. 2. Child has to go to bathroom and has difficulty with clothing. 3. Child carries toy from center to another. 4. Child doesn't want to share materials in center. 5. Loud voices in block area. 6. Two children hit each other. 7. Child runs around room.	1. What materials and activities are needed? 2. How do children get to free play? 3. Are adults familiar with activity? 4. What are the roles of the teacher, assistant, and volunteer? 5. How are centers cleaned up? 6. Are children leaving to go to special services? How do you incorporate them in group when they return? How do you make them feel they haven't missed anything? 7. How do children rotate? 8. How are centers assigned? 9. What is being done for next activity?

Children's Behaviors	Adult Responsibilities
10:30 Group Time	
1. Children talk to each other. 2. Child has to go to bathroom. 3. Three children want to sit next to teacher. 4. Children talk out loud to themselves. 5. Child leys down on floor.	1. What materials and activities are needed? 2. How do children get to group time? 3. What are the roles of the teacher, assistant, and the volunteer? 4. Is this activity rotated among adults? 5. When is concept reinforced? 6. How do children and adults sit? 7. What are clean-up procedures? 8. What is being done for next activity?
10:45 Outdoor Play	
1. Child falls and cries. 2. Child gets new clothes dirty. 3. All children want to use same equipment. 4. Child has to go to bathroom. 5. Two children push each other.	1. How do children move into this activity? 2. Are activities planned? 3. What materials are needed? 4. What are the roles of the teacher, assistant and volunteer? 5. Is there any teaching going on? 6. Are adults clustered together? 7. Do adults play with children? 8. What is being done for next activity?

HANDOUT

Examples of a Public School Schedule

Subject Area	Time	Goals
Breakfast	9:00- 9:15	To settle down after bus ride. To improve eating and drinking habits.
Music	9:15- 9:45	Jimmy's main subject--this will help him walk better by himself--with marches. Teaches him fine motor skills--like with the instruments, and he has been observed singing to himself.
Writing	9.45-10:00	To try to get him to sit with the group, try to develop his writing skills--more than simple lines and circles.
Individual Instruction	10:00-10:45	Work with his shapes--puzzles. Work with tape player. He reacts well to this method.
Lunch	10:45-11:30	To try to improve eating habits and manners.
Quiet Time	11:30-12:00	The kids have this time to do with as they please--watch TV, listen to music, work puzzles. Try to get Jimmy to work without being told to.
Physical Education	12:00-12:45	Work on tactile-kinesthetic responses, gross and fine motor responses. Help him to associate with the other children.
Writing	12:45- 1:00	Repeat morning lesson--use different materials--so as to keep him from being bored with too much time at once.
Art	1:00- 1:30	To teach him to work with scissors, clay, colors. Also to see how he reacts to different projects.
Health Check	1:30- 1:45	To teach him different parts of body and try to get him to respond (verbally or with gestures) in group situation.
Clean room and go home	1:45- 2:00	To see how he reacts to responsibility, how well he gets his own coat and puts it on, and to get him to walk alone to bus.

BRAINSTORM ACTIVITY

Why Is Room Arrangement an Extension of the Daily Schedule

Participants divide into small groups. Each group brainstorms on why the room arrangement is an extension of the daily schedule. The groups share their responses. Trainer lists ideas on newsprint.

Some possible answers could include:

- the daily schedule helps to determine how the room is to be arranged
- every space has a function
- there should be stated rules for space usage
- busy, complicated arrangements can be confusing and contribute to chaotic behavior
- dull, bare rooms seldom stimulate excitement for learning
- displays, materials, etc., should be in close proximity where they will be used
- storage space should be accessible to child
- quiet areas should not be next to noisy areas

SMALL GROUP ACTIVITY

Room Arrangement

Participants remain in their small groups. Each participant draws his room arrangement. Then participants share what changes they would like to make based on the previous discussion. The group critiques the room arrangement.

DISCUSSION

Transition Activities

Have participants identify how they handle transitions utilizing the following methods:

- Auditory signals—bell, statement, etc.
- Visual signals—blink lights, hand motion, etc.
- Concrete signals—moving objects from one place to another.
- Ticket/badge system.
- Novelty activities—children wearing blue, varying locomotion, etc.

Note to Trainer:

One of the most neglected areas in planning is the transition from one activity to another. As adults we assume that transitions just happen. However, many behavior problems occur during transition times.

As many as ten to fifteen transitions occur in a typical day. If transitions can occur in an orderly fashion, the children's and teacher's day will be much easier. (Recall with participants the daily schedule example previously discussed noting the emphasis placed on this aspect under adult responsibilities.)

COMPETENCY II:

The Participant Will Understand the Role of the Paraprofessional In Behavior Management by Discussion of Behavioral Observation and How to Observe and Record Behaviors

Objective 1.0

Competency II: The participant will understand the role of the paraprofessional in behavior management by discussion of behavioral observation and how to observe and record behaviors.

Objective 1.0	Content	Activities	Time	Test Questions
The participant will be able to discuss the importance of self-awareness and how it influences individual choices about inappropriate behavior.	1. Self Awareness a. We are unique, we have opinions, etc. b. Influence of self on children c. Importance of personal security d. Importance of our values in determining inappropriate behaviors	**1. Mini-lecture:** Understanding the role of the paraprofessional in behavior management. **2. Individual Activity:** Identification of behaviors.	5" 10"	1. Our actions are the result of our values, beliefs and experiences. (True/False) (T) 2. If the teacher and aide disagree on the appropriateness of behaviors, the result may lead to: a. consistent behavior management patterns in the classroom b. confusing messages to students c. complete teamwork between teacher and aide. (B) 3. Self awareness is important in behavior management because: a. it influences how we guide and intervene on student's behaviors b. it points out why we should be more like others when dealing with behavior management c. it focuses on all of the individual's weak points in his/her character. (A)

MINI-LECTURE

Understanding the Role of the Paraprofessional in Behavior Management

All of us are unique people with values, beliefs, and learned behaviors which are the basis for our actions. At times, we agree on certain matters with others, and sometimes we disagree. If we disagree most of the time, we will find it very difficult to be able to relate to the people with whom we come in contact. We will avoid them, try to undermine their efforts, and in the work situation present confusing messages to the children.

In dealing with children, it is important to know yourself because you are a model for them. If you are aware of what you are doing, you will be in a better position to have a positive influence on children. Regardless of your own level of self awareness, the children will know you very well by the ways you interact with them and other adults in the setting.

It is important that you become more aware of yourself. By doing so, you will achieve more personal security to guide and intervene in children's behavior and a more consistent and planned approach to behavior management. You will be able to communicate better with others about your behavior management concerns and accomplishments.

Children with problems tend to test adults more than other children. They also illustrate the adults' mixed messages and inconsistencies in their behaviors. In order to work more effectively with problem children, as well as with all children, we need to know ourselves, our strengths and weaknesses.

INDIVIDUAL ACTIVITY

Identification of Behaviors

Directions: Trainer pass out handout "Student Behavior(s) in the Classroom Which I View as Inappropriate." Instruct participants to identify behaviors which seem inappropriate to them. Space is provided on the handout for participants to identify other behaviors which are not listed.

TELL PARTICIPANTS THAT THERE ARE NO RIGHT OR WRONG ANSWERS, AND THAT THE EXERCISE WILL NOT BE USED TO JUDGE THEM. REMIND PARTICIPANTS THAT THE PURPOSE OF THIS ACTIVITY IS TO INCREASE SELF-AWARENESS.

Participants should be given an opportunity to discuss their views. (Trainer should help participants become aware of individual differences and values, as reflected in differences in choices of inappropriate behaviors. Trainer should also help participants become aware of why some behaviors are important while others are not.)

HANDOUT

Student Behavior(s) in the Classroom Which I View as Inappropriate

DIRECTIONS: Please place a (√) beside the behavior(s) listed below which seems inappropriate to you. Space is also provided for you to identify other behaviors which are not listed.

	Others
___chewing gum	_____
___speaking without permission	_____
___refusing to share	_____
___day dreaming	_____
___failing to tell the truth	_____
___looking on another student's paper (test, class assignments)	_____
___failure to complete a task	_____
___poor grooming habits	_____
___profanity	_____
___leaving a group activity without permission	_____
___telling on other students	_____
___turning in work late	_____
___making up excuses to get out of work	_____
___raising hand and yelling "I know"	_____
___wandering around room	_____
___working in a "free corner"	_____
___marking in books or on desks	_____

COMPETENCY II:

The Participant Will Understand the Role of the Paraprofessional In Behavior Management by Discussion of Behavioral Observation and How to Observe and Record Behaviors

Objective 2.0

Competency II: The participant will understand the role of the paraprofessional in behavior management by discussion of behavioral observation and how to observe and record behaviors.

Objective 2.0	Content	Activities	Time	Test Questions
The participant will be able to relate the importance and purpose of observation.	I. Skilled Observer a. focuses careful and direct attention b. to obtain more knowledge II. Observation a. can aid one in acquiring information b. acquire information by observing personal and non-personal interactions c. acquire information by observing setting and environment over a period of time in a variety of situations III. Personal bias and influence on an observation	**1. Large Group Activity:** Observe a penny (apple or orange). **2. Mini-lecture:** Observation as a part of behavior management. **3. Individual Activities:** OPTION 1: Individual Activity--observation of picture or film depicting classroom scene. OPTION 2: Individual Activity--things students do and do not do which are disturbing.	10" 5" 15" 15"	1. The reason for observation is: a. to acquire information b. to see what is wrong with a child c. to be able to report to parents (A) 2. Observation concerns itself only with the child's behavior and not the classroom environment. (True/False) (F) 3. Observation is a great evaluation tool because it is completely unbiased. (True-/False) (F)

LARGE GROUP ACTIVITY

Observe a Penny (Apple or Orange)

Note to Trainer: This activity can be done with either a penny, apple or orange. If you decide to use a penny, you will ask each participant to use one of his own (of course you will need to have a few extra pennies on hand to supply to persons who do not have one). On the other hand, if you use fruit, you will need to supply one for each participant or enough fruit which allows sharing between participants.

Directions: Instruct participants to take out one penny or fruit, look it over, and be prepared to tell one thing about it. Also tell them that they cannot tell the same thing that someone else told. If group size is 10 or less, you can give participants a second turn to tell something else about their penny, apple or orange.

Warning: If trainer plans to have participants use one of their pennies, be sure to tell participants not to use old valuable pennies. They will get a penny back, but it may not be their original one.

After each participant has had a chance to tell something about their object, the trainer should collect all of the pennies, apples or oranges, mix all of them together and instruct participants to find their original penny, apple or orange. Guesswork is not allowed—participants must be certain that it's their original penny, apple or orange. If uncertain about their object, they cannot take one.

Note to Trainer: At the end of this activity return a penny to each participant who supplied their own. If using fruit, allow participants to wash and eat fruit at completion of activity.

MINI-LECTURE

Observation as a Part of Behavior Management

Note to Trainer:

Most people employ observation in daily activities; however, this does not suggest that they are skilled observers. A skilled observer would focus careful and directed attention upon a situation, person. etc., to obtain more knowledge about something. Thus, the use of skilled observation is not likely to be employed by most people in everyday activities.

Observation skills are essential for persons working with children. Observation skills can aid one in acquiring information about children's behavior, thinking, and feelings. Information is acquired by observing personal and non-personal interactions as well as the setting, over a period of time in a variety of situations. The information obtained from observation can be used to help children learn by providing the observer with information which makes it easier to choose appropriate materials and methods for individual children.

Observation can also provide information about oneself. Observers tend to observe from their own perspective; therefore, all observation contains the observer's biases. The observer may only notice certain types of behaviors and overlook other significant behaviors. For example, the observer may only notice physical behaviors and overlook verbal or withdrawn behaviors. Or the observer may tend to notice only those behaviors which reinforce pre-existing views. Once the observer is aware of personal biases, it is then possible to change the bias (if desired). In some instances, this can be done by expanding personal knowledge in the area.

INDIVIDUAL ACTIVITY

Observation of Picture or Film Directing Classroom Situation

Directions: Participants are given an opportunity to observe and record their individual observations of a picture or film. At the end of the observation the trainer will solicit observations from the group and list them on newsprint or chalkboard. Participants are then asked to categorize these observations into four (4) categories: physical behaviors, personal hygiene, environmental and others. For example:

Observations	Physical Behaviors	Personal Hygiene	Environmental	Other
boy crying	boy crying	boy with torn pants	broken window	boy reading book
girl throwing paper wads	two girls fighting			
boy with torn pants	girl walking on teacher's desk			
broken window	girl throwing paper wads			
two girls fighting				
boy running in classroom				
boy reading a book				

Trainer should focus participant's attention on how the observations were distributed among the categories. Where the observations equally distributed? Did most of the observations fall into one particular category? Why or why not? To provide participants with a closer look at their own observations, the trainer might suggest that participants categorize their own observations to determine if they focused their observations on any one aspect more so than another.

Note to Trainer: The trainer should emphasize that observations were categorized in this activity only for the purpose of developing

participants' awareness of how observers may or may not tend to focus on certain behaviors or aspects which could bias the observation instead of providing a true picture of the observation.

Suggested Pictures or Films: Pictures or films which exhibit classroom situations.

INDIVIDUAL ACTIVITY

Things Students Do or Do Not Do Which Are Disturbing (Individual and Large Group)

Directions: Participants are given a sheet of paper and instructed to fold the paper in half (lengthwise). On one side of the paper the participants are asked to list the things students do in a classroom which bothers them. On the other side of paper participants are asked to list things students do which do not bother them.

Trainer should encourage participants to share and discuss their likes and dislikes. Are participants more likely to notice or ignore certain behaviors according to whether or not the behavior is disturbing? How could this affect classroom observation?

Note to Trainer: This activity is designed to develop participants' awareness of observer biases and why they may tend to observe certain behaviors or aspects while overlooking others. Thus, by focusing only on certain behaviors the observer is presented with a biased observation because it does not reflect the complete picture.

COMPETENCY II:

The Participant Will Understand the Role of the Paraprofessional In Behavior Management by Discussion of Behavioral Observation and How to Observe and Record Behaviors

Objective 3.0

Competency II: The participant will understand the role of the paraprofessional in behavior management by discussion of behavioral observation and how to observe and record behaviors.

Objective 3.0	Content	Activities	Time	Test Questions
Participants will be able to verbally review observation methods which they feel most comfortable with.	1. Questions which must be answered before one observes: a. why is observation being done? b. how often will observation be done? c. what observations will be observed? 2. Kinds of observation: a. anecdotals b. checklist c. sociogram d. formal conference e. informal conference	**1. Mini-lecture:** Observation methods. **2. Large Group Activity:** Review handout: Observation Methods. **3. Large Group Discussion:** Types of observation methods used.	10" 5" 5"	1. Before observing the observer should answer which of the following questions? a. Whom the observations will be shared with. b. Why is observation being done? c. How will the information obtained from observation be used? (B) 2. One form of observation which provides the observer with a visual diagram of the child's social interactions: a. anecdotal b. sociogram c. checklist (B) TRUE/FALSE 3. Before observing we should determine a time sequence for observation. (T) 4. Formal or informal observation does not necessarily involve talking with the child. (F)

MINI-LECTURE

Observation Methods

When observing children, there are a variety of observation methods available to choose from. However, regardless of the method of observation chosen, the observer must always answer the following questions prior to observing:

1. Why is observation being done?
2. How often will observation be done?
3. What situations will be observed?

The most common methods of observation include: the anecdotal, checklist, sociogram and formal or information conference (asking children). The anecdotal is the most fundamental method of observation. The anecdotal requires the observer to record exactly what happens, without judgment or explanation.

The checklist provides the observer with behaviors which have already been identified. The observer is only required to observe whether or not the child possesses a particular skill or behavior. When choosing a checklist, the observer must be certain that the checklist meets the purpose of the observation. For example, if the observer is seeking information regarding the child's gross motor development, then the checklist should be geared to yield information in that area.

The sociogram provides the observer with a visual diagram of the child's social interactions in the classroom. To use the sociogram the observer develops questions which measure interpersonal preference among group members. The child responds to the questions by choosing group members of his preference. The observer must diagram the child's responses to determine the interactions within a group.

The formal or informal conference (asking children), involves direct conversation with the child to obtain information about the child. The formal or informal conference is often used to gather information which is not easily obtained by other means. The observer should determine, beforehand, the type of information to be sought. By doing so, the observer increases the chances of securing information which provides a true picture of the child's thoughts. The observer should encourage the child to communicate fully. However, the observer should refrain from second-guessing the child.

Note to Trainer: Review handout: "Observation Methods."

HANDOUT

Observation Methods

The development of observation skills usually begins with learning how to effectively observe one child. The methods employed in obsreving one child are applicable for observing groups of children. A brief summary of the most common methods follow. For more detailed explanations of these methods, read some of the suggested resources.

Anecdotal

The most common and fundamental method is anecdotal. The observer decides on the child or children to be observed and records over a period of time the behaviors viewed. Two examples of anecdotal observations follow.

> Charles gets out of his seat. Reminded to go back to his seat until his name is called. Charles goes back to his seat. Charles gets out of his seat. Looks at teacher. Sits down again. Charles gets out of seat when teacher is not looking at him. Goes over to Tommy's and takes a book. Tommy reaches for his book. Charles and Tommy start fighting. Teacher intervenes.

Checklist

In using checklists the behaviors are already identified and the observer notes whether or not the child exhibits the behaviors. Checklists provide an assessment of whether or not the child possesses a particular skill or behavior. Care in the selection of checklists needs to be done in terms of meeting the purpose of the observation. Checklists can be commercially obtained or developed by the observer. A sample of a checklist developed by an observer could be as follows:

	YES	NO	SOMETIMES
Points to pictures of objects when named	X		
Listens to simple stories	X		
Understands size comparisons as big-bigger, little-big			X
Able to tell the content of a story			X

	YES	NO	SOMETIMES
Uses pronouns I or me	X		
Talks about past experiences		X	
Uses "s" on nouns to indicate plurals			X

Sociogram

In using sociograms the observer can learn about social interactions of the child in a class. Examples of questions one might ask:

- Who would you like to invite home to play with you?
- Who would you not invite home to play with you?
- With whom would you share your ice cream?
- With whom would you not share your ice cream?

The use of sociograms is more limited with young children than older ones. This method also requires the teacher to diagram the responses to determine the interactions within a group.

Who would you like to invite home to play with you?

LARGE GROUP ACTIVITY

Review Handout: Observation Methods

Trainer summarizes the observation methods listed on handout.

LARGE GROUP DISCUSSION

Types of Observation Methods Used

Trainer ask participants what types of observation methods they have used before. Did the method provide them with the information they were seeking? Did certain methods work better than others? What method are they comfortable with? Were they familiar with all of the methods discussed in the handout? Which methods have they not seen before? Etc.

Trainer: Encourage participants to share their observation experiences with the group.

COMPETENCY II:

The Participant Will Understand the Role of the Paraprofessional In Behavior Management by Discussion of Behavioral Observation and How to Observe and Record Behaviors

Objective 4.0

Competency II: The participant will understand the role of the paraprofessional in behavior management by discussion of behavioral observation and how to observe and record behaviors.

Objective 4.0	Content	Activities	Time	Test Questions
Participants will demonstrate how to record behaviors based on their observations.	1. Inference Observation Trainer should stress that inferences are judgments or assumptions observers make, based on their observations. 2. Actual Observations Unlike inferences, actual observations reflect what the observer saw and heard as the observation occurred. 3. How to Record Behavior Stress that observations should be recorded in the sequence in which the participant notices the various aspects in the room. 4. Additional Activities to Increase Observation Skills	**1. Mini-lecture:** Inferences versus actual observations. **2. Small Group Activity:** Identifying actual observations and inferences. **3. Large Group Activity:** Recording observations. **4. Additional Observation Activities.**	5" 10" 25"	1. A biased or one-sided observation is based on: a. inferences b. actualization c. writing down responses (A) 2. Actual observations are based on: a. what the observer actually sees and hears b. what the observer was told by another observer c. the conclusions the observer makes from the observations (A) 3. Observations should not be recorded in sequence as they occur. (True/False) (F)

MINI-LECTURE

Inferences Versus Actual Observations

If observation is to be used to obtain useful information about students which increases effectiveness in working with students, then the observations must be based on actual observations rather than inferences or assumptions. Inferences made by the observer during the observation period prevents the observer from getting a true picture of the actual behaviors which occurred. Thus, the skilled observer understands that behaviors are recorded as they occur without the observer inferring reasons for the behaviors. However, after obtaining several samples of similar observations, inferences can be made in order to analyze the observations and plan strategies.

In the next activity we are going to identify some actual observations and inferences.

SMALL GROUP ACTIVITY

Identifying Actual Observations and Inferences

Directions: Trainer divides participants into four teams. Tells them they are going to play a game. Each team is instructed to pick a captain or spokesperson. The trainer has numerals 1-20 written on chalkboard or chart paper. Trainer tells participants that there is a statement and/or a question on a 3x5 card to correspond with each number. Each team in turn picks a number, the trainer reads the corresponding card. The team must answer the question correctly to win a point(s).

SMALL GROUP GAME QUESTIONS

Identifying Actual Observations and Inferences

1. Because you picked number one, you will have an easy question. Is "chewing a pencil" an observable behavior or inference?

   (answer: observable behavior)

2. Because your team needs motivation, your score will be doubled if you answer each of the following questions correctly. (If you do not have any points, you win two points after answering the questions correctly.)

   The statement "Jim is nervous" is an observable action. True/False
   The statement "Fran is learning spelling words" is an observable action. True/False
   The statement "Betsy is hitting another child" is an observable action. True/False

   (answer: false, false, true)

3. Which of the following is an inference?

   Johnathan is daydreaming.
   Tonya is biting her fingernails.

   (answer: Johnathan is daydreaming)

4. Because your team members lost self control you lose a turn.

5. To give you a real jump on the other teams, you get to answer two questions. Identify the following behaviors as inferences or observable behaviors and pick up two points if you answer each question correctly.

   Frank is being sympathetic. (answer: inference)
   June is taking a pencil from another student's desk. (answer: observable)

6. Which of the following is an inference?

   Bill is completing a language worksheet.
   Julia is being angry.

   (answer: Julia is being angry)

7. Is the following statement an inference or actual observation?

   Phil looks self confident. (answer: inference)

8. Your team has gotten sophisticated! You are now ready to match observable behaviors with inferences. Do so correctly with the following and win five points.

   The statement, "Jerry is a terrible speller," is an inference. Identify two (2) observable behaviors which could support this statement.

   1. When given spelling words that are above his grade level, Jerry has a hard time spelling the words correctly.
   2. Jerry missed 9 out of 10 words on his spelling test.
   3. Jerry misspelled 95 percent of the words in his past weekly reports.

   (answer: 2 and 3)

9. Which of the following is an inference?

   Carol gets along well with classmates.
   John comes into the room running.

   (answer: Carol gets along well with classmates)

10. Which of the following is an observable behavior?

    Paul feels involved.
    Bill talks during class discussions.

    (answer: Bill talks during class discussions)

11. Your team is ready for the olympics. Identify two (2) inferences in the following description.

    When Susan comes into the room, she sits down in her seat and puts down her head because she is tired and lonely.

    (answer: tired and lonely)

12. The statement, "Harold enjoys his food," is an observable action or inference?

    (answer: inference)

LARGE GROUP ACTIVITY

Recording Observations

Directions: Trainer shows 5-10 minutes of the film Four Children. Prior to showing the film, the trainer may assign each person a particular child to observe in the film (this is optional). Participants are instructed to observe and record their observations. At the end of the observation period, the trainer will list participants' observations on newsprint or chalkboard. (As trainer lists the observations, he/she should refrain from identifying inferences or actual observations.) After all observations are listed, participants are encouraged to identify inferences and actual observations.

Note to Trainer: If film Four Children is not available, then allow participants 5-10 minutes to observe the training room.

ADDITIONAL OBSERVATION ACTIVITIES

A. Individual and Large Group Activity

Each participant observes and records for three minutes what he sees in the room in which the training session occurs. (Or, it could be a large picture depicting a busy scene for a small group.)

Then, the trainer asks several participants to read their observations and records these on newsprint/chalkboard. It is helpful if they can be written so that comparisons can be made. For example:

#1 white ceiling
red & white striped walls
footprints on wall
ten chairs

#2 chandelier lights
piano with two candles on it
chairs in semicircle

#3 two females
four males writing
tables and chairs

This activity helps to illustrate the unique and different way each person approaches and views a situation. Everyone is viewing the same environment, but differences usually can be noted in what they observed and in the sequence of their observations.

B. Individual or Audiovisual Presentation

Each participant should have an opportunity to practice their observation skills. Different options might include:

- observe a real life setting and record observation
- view the film with sound used in Activity 4 (provide participants with a comparison between their earlier observations and to reinforce observation skills)

C. Audiovisual Presentation

Show the filmstrip "Observing and Recording a Child's Behavior."* This filmstrip requires participants to complete exercise sheets as they progress through the filmstrip. The exercise sheets provide an opportunity for participants to apply knowledge and skills obtained from activities in competency 2.

*The Observing and Recording a Child's Behavior (filmstrip and cassette tape) can be obtained from: Center for Innovation Teaching the Handicapped, School of Education, Indiana University, Bloomington, Indiana.

D. Individual Activity

Self observation (through videotaping) optional.

> Trainer: This activity is an outside assignment for participants to do in their respective settings. This activity is designed to develop participants' awareness of classroom actions and interactions. Be sure to follow-up on assignment at next session.

Participants will be videotaped (about 20 minutes) interacting with students in the classroom. Participants are to observe themselves on the videotape and record their observations. They are to pay close attention to what they do, how they feel and the students' reactions to them. Suggest they analyze themselves in a 1-1 siguation with a problem child and in a small group situation.

At the next training session self observations are shared with the group. The trainer should be accepting of all feelings, behaviors, and records the comments. Several things usually occur:

- the adult will tend to focus on the child's behavior, rather than his own
- adults have trouble owning up to their own feelings of frustration and anger in a difficult situation
- adult behavior may cue the child's behavior; children learn the number of times an adult will request the behavior before compliance is required
- children's behaviors can cue adult behaviors

COMPETENCY III:

The Participant Will Be Able to Discuss
Behavior Management Techniques

Objective 1.0

Competency III: The participant will be able to discuss behavior management techniques.

Objective 1.0	Content	Activities	Time	Test Questions
The participants will demonstrate their awareness of behavior management techniques.	1. Overview of Behavior Management 2. Techniques of Behavior Management: a. ignoring b. signal interference c. proximity control d. interest boosting e. humor f. hurdle lessons g. restructuring h. routine i. values clarification j. removing objects k. antiseptic bounce l. physical restraint	**1. Mini-lecture:** Introduction to behavior management techniques. **2. Small Group Activity:** Participants divide into groups of five. Each group brainstorms techniques they have used to deal with children's behavior. Their answers are recorded on newsprint. **3. Handout:** SOME TECHNIQUES FOR WORKING WITH CHILDREN Have participants read the handout as trainer reviews it orally. Compare what techniques they have listed with specific strategies in the handout. **4. Mini-lecture/Handout:** Managing surface behavior of children. **5. Role-Play:** Participants are divided into groups. Each group is given a hypothetical situation. The group role plays the situation using the behavior management techniques discussed.	5" 15" 10" 15" 15"	1. Which of the following is an example of proximity control: a. John throws paper on the floor. The teacher picks it up. b. As the teacher notices John about to throw a wad of paper, she moves over by his desk. c. When the teacher sees John throw a wad of paper, she makes him leave his seat and pick it up. (B) 2. Which of the following is an example of restructuring: a. Mary cannot sit still for a 20-minute reading period. The teacher allows her to go to the learning center for 10 minutes after being with a reading group 10 minutes. b. Because Mary cannot sit still for 20 minutes in reading, she is sent to the resource room for instruction. c. Mary has proved to be

Objective 1.0	Content	Activities	Time	Test Questions
(Continued)		**6. Show** the **film** "Behavior Principles for Parents" or any film that focuses on behavior management techniques. (See resources for some suggestions.) **Discussion** should focus on techniques that were used in the film.	20"	uncooperative for reading. The teacher isolates her in a corner of the room. (A)

MINI-LECTURE

Introduction to Behavior Management Techniques

In the teaching-learning settings adults structure the environment for the children until the children can structure it for themselves. Adults create controls until students can control themselves. Thus far, we have discussed some of the ways adults structure the environment—through the daily schedule, the room arrangement, and our voice tones. In addition, there are other skills which must be practiced at the same time. Some of these skills are observing, listening, reading body language and communicating.

Why are these skills important in behavior management? They are our tools for learning about children's skills, feelings and attitudes. We use them to learn about children's strengths and weaknesses in a variety of areas, and the children's relationship to their physical and social environment. With these tools we figure out what the children know and can do, so that we can plan strategies to teach them what they currently do not know and cannot do.

Central to all behavior management techniques is the ability to observe. While formal test results may provide information about the areas in which the child excels or has deficits, the specifics of what the child does and does not know must be decided through observation. Observation also provides us with a measure of progress. Observations made over a period of time show whether or not progress has been made. Thus, we will know it is time to start teaching something else or whether another way should be tried.

Behavior management techniques should always be used in conjunction with a well planned program based on the teacher's and aide's knowledge of each individual student's needs.

BRAINSTORM ACTIVITY

Participants divide into groups of five. Each group brainstorms techniques they have used to deal with children's behaviors. Their answers are recorded on newsprint. The list will probably include items such as:

- ignoring
- physical restraint
- humor
- redirecting
- offering alternatives/options
- removing objects
- moving closer to the child
- stating consequences (depriving the child of an activity; punishment)
- nonverbal signs
- removing child from the scene

Each group shares its list with the total group.

HANDOUT

Some Techniques for Working with Children

1. Give warning before changing activity.

2. When giving directions or suggestions, state them in the positive. Avoid using "No" and "Don't" as much as possible. Make demands short and simple.

3. Substitute a toy or an activity when a child must have something taken away or denied.

4. Give a child a choice only when you intend to let the child follow his choice.

5. Redirecting activities often prevents trouble.

6. Explain results rather than using threats.

7. Remove a child from a situation when he can't cooperate, or deprive him from playing with something when he can't use it correctly.

8. Set definite limits. Use short simple limits.

9. Be honest with children. Answer questions honestly.

10. A child must be protected. Safety precautions must be used. Stop or change activities which are dangerous.

11. Use reminders rather than questions when children get defensive or tell things which aren't so.

12. If a child has no option or choice, but must follow directions, be positive in giving directions. Expect him to follow the directions.

MINI-LECTURE and/or HANDOUT

Managing Surface Behavior of Children

The following techniques can be used by a teacher to maintain the surface behavior of children in the classroom. They are techniques used spontaneously as problems or disruptions arise. They should be used with a well planned program based on the teacher's knowledge of each individual student's needs.

1. **Planned Ignoring:** Much child behavior carries its own limited power and will soon exhaust itself (especially if the behavior is done to "get the teacher's goat"). Assuming the behavior will not spread to others, it might be possible for the teacher to ignore the behavior and thus extinguish it.

Example: Bobby sometimes comes to school very exicted and very active. The result of ignoring his initial antics is that he soon gets seated and quiet at which time I will smile at him and touch his shoulder. He responds with a broad grin, and a positive attitude toward his time with me in class.

2. **Signal Interference:** Teachers have a variety of signals that give the child a feeling of disapproval and control. These non-verbal techniques include such things as eye contact, hand gestures, tapping or snapping fingers, coughing or clearing one's throat, facial frowns, and body postures. These techniques seem most affective at the beginning stages of misbehavior.

Example: When a child begins to act up, I find that a glance in his direction often will stop the behavior for a while. I find that this technique is most effective for children with whom I have developed relationships.

3. **Proximity Control:** Every teacher knows how effective it is to stand near a child who is having difficulty. The teacher is a source of protection, strength, and identification and helps the child control his impulses by her proximity (closeness).

Example: If a child is off task or beginning to talk while I'm talking, I will continue to talk to the group while, at the same time, I will move toward him or even stand next to him for a moment. This may go unnoticed by the other children since I normally move about the room as I talk. The result is, the child is not embarrassed or given unnecessary attention, and the talking or off-task behavior stops for a time.

4. **Interest Boosting:** If a child's interest in his work is declining, and he is showing signs of boredom or restlessness, it may be helpful for the teacher to show an interest in the student. The teacher may engage the student in a conversation on a topic which is of interest to him. Stimulating the child's interest may motivate him to continue his work, and/or help him view the teacher as a person to please.

Example: Fred was a collector of Hot Wheels. Fred also became bored easily because he found his assignments to be "too easy" or the same old stuff. When this happened, he would draw pictures or daydream and his assignments would not be completed. I knew a little about "Hot Wheels," but there was much I could learn. I asked him about the cars one day when I noticed him drawing a car. His face brightened and he talked to me quietly for about 10 minutes. At that point, I asked him if he felt he could complete his assignment and told him I would like to talk to him again about his interests. He finished his work and now seems more interested in class.

5. **Tension Decontamination Through Humor:** Most of us are aware of how a funny comment is able to change a tense situation. It makes everyone feel more comfortable.

Example: Though I had injured my knee not long before this incident, I decided I would play football with my children. The ground was very wet from a recent rainstorm. The ball was hiked to me and as I backed up to throw a pass, I slipped on my injured leg. The children rushing in to tag me did so just as I fell back and landed on my back in the mud. I could see the concern and apprehension on their faces. They were afraid I was hurt and muddy, and they feared I would blame them. I sat up, looked around at them and smiling, pulled a white handkerchief from my pocket and waved it indicating surrender. I also told them it looked like I was going to have to play dirty the rest of the game. They helped me up and continued the game without fear.

6. **Hurdle Lessons:** Children occasionally experience difficulty with center activities. Many children seek help from the teacher or peers when appropriate. Other children skip over the difficulty and go on to work they can do. Occasionally, however, some children stop working and don't know what to do next. They need to be able to overcome whatever has them stopped. The teacher can be most helpful in getting the child back on task by doing (or solving) the problem with the child, thus, removing the hurdle and allowing the child to continue.

Example: Louise is a very serious child. She pushes herself and has high expectations for herself and others. When she experiences difficulty with her work, she becomes frustrated and angry. Often her anger doesn't

allow her to use her skills, thus increasing her frustration. If I can recognize her frustration when it first appears, I can help Louise over the hurdle, and she can usually get back on task and remain calm.

7. **Restructuring the Classroom Program:** How much can a teacher differ from his scheduled program and still feel he is meeting his teaching responsibilities? Some teachers believe that they must follow their class schedule rigidly. They feel children should learn discipline and self-control. Other teachers feel it is necessary to be flexible and sensitive to the children's needs and concerns. A middle ground between the two is best. Discipline and structure are valuable, but not when they fly in the face of a general class need. Moderate restructuring based on effective as well as academic goals can be very effective techniques. Restructuring is appropriate when it is necessary to drain off high tension or emotion in the classroom. The technique is as its name implies, simply a change of plan, format, task, or location based on a need to train off tension or high emotion in the class.

Example: Just before class, two girls got into a fight. Children immediately formed an audience and began guessing what caused the fight. After the fight was stopped, the children went to other activities. Emotions were still very high and many children were seeking information while others were proudly telling their version of what happened. The teacher realized how difficult it would be to have his class attend to colors (he was also curious himself), so he opened the class to a discussion of what happened and how fighting made us feel.

8. **Support from Routine:** We all need structure. Some children need more than others before they feel comfortable and secure. Some become anxious without a set routine. To help these children, a daily schedule should be provided to help calm some of their feelings of anxiety. They know what is expected of them and can prepare for the activity.

9. **Direct Appeal to Values:** A teacher can often appeal to a child's values when intervening in a problem situation. He might:

   a. appeal to the relationship of the teacher with the child; for example, "You seem angry with me. Have I been unfair with you?"
   b. appeal to reality consequences; for example, "I know you're angry, but if you break that aquarium, the fish will all die, and you'll have to replace it with your own money."
   c. appeal to a child's need for peer approval; for example, "Your classmates will be pretty angry if you continue to interrupt them and correct them."
   d. appeal to the child's sense of the teacher's power of authority;

for example, tell him that as a teacher you cannot allow his behavior to continue, but that you still care about him.

e. appeal to the child's self respect; for example, "I know you'll be mad with yourself if you tear up that paper you worked on all period."

10. **Removing Seductive Objects:** It is difficult for the teacher to compete with certain objects, such as squirt guns and balloons and other similar seductive objects. Sometimes removing seductive objects leads to power struggles between the child and the teacher. A way to prevent this follows. Take a strong interest in the object and politely ask to see it or handle it. Once in your hand, you can return it with a request for it to disappear for the remainder of the period, or to keep it with a promise to return it at the end of the period. This technique is most effective if you have a relationship with the child.

11. **Antiseptic Bounce:** When a child's behavior has reached a point where the teacher questions whether or not the child will respond to verbal controls, it is best to ask the child to leave the room for a few minutes—perhaps to get a drink or wash hands.

    In antiseptic bouncing, there is no intent of punishing the child, but simply to protect and help him and/or the group to get over their feelings of anger, dissappointment, uncontrollable laughter, hiccups, etc. Unfortunately, many schools do not have a place to which the teacher can send a child that the child will not think of as a punishment.

Example: One morning during group time, I became aware of giggling in the circle. I looked up to see that Joyce had evidently thought of something hilariously funny. I tried signal interference, and, though she tried to stop, she sueceeded only in choking and coughing. By now, most of the children around her were aware of the circumstances and were smothering laughter, too. I asked Joyce if she would like to get a drink of water. I think she was grateful for the chance to leave the room. When she returned, she appeared to be under control, as was the class, and things proceeded normally.

12. **Physical Restraint:** Once in a while, a child will lose complete control and threaten to injure himself and others. In such emergencies, the child needs to be restrained physically. He should be held firmly but not roughly, with no indication of punishment—only concern. Such techniques as shaking, hitting, or spanking make it harder for him to believe the teacher really wants to help him.

    The preferred physical hold is for the adult to cross the child's arms in front of the child while the adult stands behind him holding the

child's wrists. If it becomes necessary to control the child further, the adult can move the child to the floor with arms crossed in front as before and apply his weight across the child's hips and waist. Be careful to avoid being butted or kicked. There is no danger that the child will be injured in this position, although he might scream that you are hurting him. There are usually four different phases the child passes through: 1) Being held, he becomes enraged. He may swear, bite, and carry on in a primitive way. The teacher, although frightened or angry, must provide the nonaggressive handling the child needs. The teacher's control system must take over until the child's is operating again. 2) The child begins to cry—his defenses are down. His toughness has vanished and his inadequacy and immaturity are evident. 3) The child becomes silent or asks to be let go. The teacher, not the child, must make the decision. As he gains control, his language becomes clearer and more to the point. 4) He usually will try to save face by pulling away or making a sly remark.

If possible, do not hold a child in the classroom. If it cannot be avoided, get the class away from him. Later, the teacher must explain to the class exactly what happened to save face for the child. The relationship with the child usually will improve significantly. The message the child receives is: "I care enough about you to protect you from your own dangerous impulses."

(Source: Fagan, Stanley and Hill, Jeffrey. Behavior Management: A Competency-Based Manual for In-Service Training. Washington, DC: Psychoeducational Resources, 1977.)

ROLE-PLAY

Utilizing Behavior Management Techniques

Trainer divides participants into small groups. Each group receives one of the situations. The group then does the following:

1. Decide which behavior management technique they will use.
2. Role-play the situation to the total group.

The total group then critiques the behavior management technique that was used. Was it appropriate? Was it effective? Could an alternate technique have been used?

Situations

1. John and Bill are building a block tower. John reaches high above his head to place a block on the tower. The structure crumbles. Bill and the teacher look at each other.

2. Sally has difficulty sitting and listening to the group story immediately before lunchtime. She constantly rocks, hums to herself, and talks to the children next to her.

3. Mrs. Smith has taken her class out to the playground. Susie and Jack see the empty swing and run for it, arriving at the same time. They start to yell and push each other.

4. The teacher asks a group of children to put away their blocks and join her in a circle activity. From David comes a firm "No, I don't want to," which grows louder with each request to join the group.

APPENDIX A

Supplemental Resources

SUPPLEMENTAL RESOURCES

Behavior Management

Audiovisuals

FILMSTRIPS

How to Teach Tasks, Skills and Concepts

A competency-based system for groups or individual training for persons who teach tasks, skills or concepts.

Career Aids, Inc. Filmstrip/cassette 1974

SLIDES

A Child's Way of Asking

After viewing this material teachers in day care and Head Start programs will be able to recognize behaviors of preschool children which might indicate need for special help, avoiding the use of labels.

Rutland Center Early Childhood Project color 14 min

Debra

Illustrates the specific steps in setting up a behavior management program. The program is developed and carried out by professionals and paraprofessionals in a Head Start setting.

Chapel-Hill Carboro City School System 10 min

VIDEOCASSETTES

Managing It All

A lesson devoted exclusively to the question, "How do I use individualized strategies and still manage a class or children?" Careful classroom organization, using charts to quickly summarize children's progress, having children help by doing some of their own recordkeeping. Includes question and answer sessions with teachers who use these procedures with large numbers of children.

Charles E. Merrill Publishing Company color 30 min

Monitoring Children's Performances

Practical lesson in counting and timing children's performances, both academic and social. Includes loads of examples of materials that make for easy counting and analysis of correct and error attempts. Stresses the need to time performances where fluency is a key. Offers rules for how to avoid extra work or problems in comparing performance results from day to day.

Charles E. Merrill Publishing Company color 30 min

FILMS

Behavior Modification in the Classroom

This film introduces behavior modification through a brief description of the learning theory basic to the technique. Three specific problems in actual classroom situations are presented in which individual problem learners and their particular behavior are shown. The process of training teachers in behavior modification techniques, teacher application of the technique to above situation, and the resulting improved student behavior is then demonstrated.

University of California Extension Media Center color 16 mm 25 min

Behaviors Theory in Practice Series

Part I: Respondent and Operant Behavior. Presents systematic description of behavior within the framework of a single model, the Skinnerian behavior theory.

Part II: Shaping Various Operants in Various Species, Programmed. Demonstrates the shaping of various operants in various species with the use of lever pressing, high jump and natural conditioning.

Part III: Generalization, Discrimination, Motivation. Discusses the strength of a response in the presence of one or more stimuli.

Part IV: Sequences of Behavior. Presents examples of sequences of behavior, such as hemogeneous chain, heterogeneous chain, dropping out, alternative responses and multiple stimulus control.

Prentice Hall Film Library b/w 16 mm
Parts: I-16 min; II-18 min; III & IV-17 min

Behavioral Objectives and Accountability

In film-lecture presentation, Madeline Hunter discusses behavioral objectives in relationship to specifying learning outcomes, evaluating achievement, and student learning activities. Objectives in creativity, critical thinking, attitudes and feelings, as well as the power of perceivable student behavior, are also discussed.

Special Purpose Films b/w 16 mm 30 min

Can I Come Back Tomorrow?

Classroom management and teaching techniques with educationally handicapped students in one of the classrooms in the Learning and Behavior Problems Project at California State College, Los Angeles.

California State College color 16 mm 50 min

Classroom Management

Designed to teach teachers and paraprofessionals certain concepts and classroom management skills that relate the reduction of disturbance and inattentiveness in the classroom.

National Resources and Dissemination
Center University of South Florida, Tampa

Classroom Management Simulation System

Simulations dealing with classroom management, program text, slide-tape and film. Deals with norm setting, dealing with disruptions and daily incidents.

Simulation Systems Program
Media

Communication and Attending Behavior

This module is designed to help the future teacher recognize attending and non-attending behavior in the classroom. The use of student facial and body movement provide the important feedback information necessary for the teacher to understand the effect she is having on the children. Through the use of this module and its supplementary reading and film the teacher gains a fuller comprehension of the reaction of individual students in the class. In seminar groups, the module users can discuss their impressions.

University of Houston 1 module, film, book

Communication by Voice and Action

Illustrates the importance of gestures, expression, posture, and inflection in communication. Examples include graphic contrasts between inspired delivery and ineffective communication. Emphasis is on attitude, voice, and action.

Centron Education Films color 30 min 1969

Developing Observation Skills

The materials constitute a workshop package to train the user in the skills of direct observation. The three main areas of concentration are: 1) improving basic observational skills, 2) learning to recognize, analyze, and alter observational powers, and 3) learning

to use direct observation to answer questions about schools. Written responses are reported on forms provided in the booklet. Homework activities serve to provide observational practice in reality settings and to prepare the learner for future lessons.

State University of New York at Buffalo—Project in Ethnography in Education — Components: 1 manual, 5 films

Discipline and Self-Control

Film discusses the problem of discipline as one of teaching and living with young children. The film shows how a teacher can establish control in a friendly climate and prevent disciplinary problems; discusses adequate supervision, and the dangers of over and under control; shows how to help a child accept control.

National AV Center — 16 mm — 25 min

Discipline for Today's Children and Youth

Three psychologists discuss the meaning of discipline and different ways to use it in raising children.

ACME Film Labs, Inc. — b/w — 16 mm — 29 min

Four Children

The story of four Head Start children, so alike as human beings, so different as people. An intimate look at the children and the homes that influence them.

National AV Center — b/w — 16 mm — 20 min

Guiding Behavior

Behavior situations that frequently trouble nursery school teachers. Familiar situations in which children approach chaos, teeter on the limits of safety, and assert sturdy egos.

Churchill Films — b/w — 20 min

How to Use Tokens in Teaching

A teacher and a mother from the community demonstrate the proper way to use tokens in preschool education. The film gives specific points of instruction about the use of tokens as reinforcers in an educational setting. Filmed at the Juniper Gardens Children's Project in Kansas City, Kansas.

University of Kansas AV Center — color — 16 mm — 8 min

Learning is Observing

Film shows how to use and develop observational skills by showing how learning requires concentration, practice, and the use of oral language. Second part shows children in classroom who are immature and have perceptual and learning disabilities that require special help. Learning observational skills for these children follows same patterns with difference being in emphasis. Observational skills are useful only in the context of the real world.

Bradley Wright Films color 16 mm 20 min

Pinpointing Classroom Behavior

Pinpointing is an essential skill for all teachers regardless of the classroom situation in which they may find themselves. Pinpointing is also an important first step toward effective measurement of classroom performance, for without accurate and precise pinpoints, data has little value. Through examples of social and academic behavior, the viewer is introduced to pinpointing and given opportunities to practice this skill in a variety of classroom situations.

University of Washington color 16 mm 12 min

Rewarding and Punishment

Discusses principles underlying the two major influences in human development—reward and guidelines of their use in developing new behaviors or changing existing behavior of young children.

CRM Book color 1974 14 min

The Aggressive Child: A Pre-School Behavior Problem

Presents a case study involving an intelligent six-year old who is in constant trouble at home and at school because of fighting. Includes statements from the child's mother, the nursery school director and teacher, head of children's psychiatry at the Montreal Children's Hospital, and the psychiatrist on the case, which reveal the causes and effects of this antisocial behavior.

Robert Anderson Associates b/w 1965 28 min

You and Your Classroom

Film enacts 14 problem scenes in an actual classroom with no suggested solutions. After each episode film instructs viewer to stop the film and discuss problem.

BFA Educational Media color 16 mm 10 min

Books and Booklets

Fagan, Stanley A. and Hill, Jeffrey R. Behavior Management. Washington, DC: Psychoeducational Resources, Inc., 1977.

Larrivee, Barbara. Behavior Management Strategies for Classroom Application. Philadelphia, Pennsylvania: Research for Better Schools, Inc., 1978.

Willis, Bernice and Glen, Sally. Focused Attention. Greensboro, North Carolina: Training Project for Paraprofessionals in Education for the Handicapped. North Carolina A&T State University, 1980.

APPENDIX B

Distributors for Books and Audiovisuals Listed in the Module

DISTRIBUTORS FOR BOOKS AND AUDIOVISUALS LISTED IN THE MODULE*

ACI Products, Inc.
35 West 45th Street
New York, NY 10036

AIMS Instructional Media Service, Inc.
P.O. Box 1010
Hollywood, CA 90028

Academic Therapy Publications
P.O. Box 899
1539 Fourth Street
San Rafael, CA 94901

Acme Film Labs, Inc.
1161 North Highland Avenue
Hollywood, CA 90038

Alameda County School Department
Orientation-Mobility Project
224 West Winton Avenue
Hayward, CA 94544

Alexander Graham Bell
Association for the Deaf
3417 Volta Place
Washington, DC 20007

Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, MA 02210

American Foundation for the
Blind, Inc.
15 West 16th Street
New York, NY 10011

BFA Educational Media
P.O. Box 5467
Church Street Station
New York, NY 10249

Bank Street Films
267 West 25th Street
New York, NY 10001

Behavior Modification
Technology, Inc.
Box 597
Libertyville, IL 60048

Bemidji State University
Child Development Training
Program
Bemidji, MN

CRM Educational Films
220 Twelfth Street
Del Mar, CA 92014

Campbell Films
Academy Avenue
Saxtons River, VT 05154

Campus Film Distributors, Inc.
20 East 46th Street
New York, NY 10017

Chapel Hill-Carrboro City
School System
Lincoln Center
Chapel Hill, NC 27514

Child Welfare League of
America, Inc.
67 Irving Place
New York, NY 10003

Childcraft Education
20 Kilmer Road
Edison, NJ 08817

Columbia University Press
136 South Broadway
Irvington, NY 10533

Contemporary Films/McGraw Hill
1221 Avenue of the Americas
New York, NY 10020

Council for Exceptional Children
1920 Association Drive
Reston, VA 20291

Crowell, Thomas Y., Inc.
10 East 53rd Street
New York, NY 10022

Davidson, Robert
Apartment I-E
257 W 10th Street
New York, NY 10014

Dell Publishing Company
1 Dag Hammarskjold Plaza
New York, NY 10017

Dubnoff School for Education Therapy
10526 Victory Place
North Hollywood, CA 90038

Easter Seal Society for Alaska
Cripped Children and Adults
726 E Street
Anchorage, AK

Education Service Center
Region XIII
7703 N Lamar
Austin, TX 78752

Educational Activities, Inc.
1937 Grand Avenue
Baldwin, NY 11510

Encyclopedia Britannica
Educational Corporation
425 N Michigan Avenue
Chicago, IL 60611

Far West Laboratory for
Educational Research and
Development
1855 Folsom Street
San Francisco, CA 94103

Gryphon House
Box 76108
Birmingham, AL 35223

Harper and Row Publishers
10 E 53rd Street
New York, NY 10022

Harris County Center for
the Retarded, Inc.
P.O. Box 13403
Houston, TX 77019

High Scope Educational
Research Foundation
Instructional Media Services
600 N River Street
Ypsilanti, MI 48197

Holt, Rinehart & Winston, Inc.
383 Madison Avenue
New York, NY 10017

Indiana University
Audio-Visual Center
Bloomington, IN 47401

International Film Bureau
332 South Michigan Avenue
Chicago, IL 60604

Irvington Publishers, Inc.
551 Fifth Avenue
New York, NY 10017

Knowledge Builders
Visual Education Building
Lowell Avenue and Cherry Lane
Floral Park, NY 11011

Lexington School for the Deaf
30th Avenue and 75th Street
Jackson Heights, NY 11370

McGraw Hill Book Company
P.O. Box 9022
Church Street Station
New York, NY 10249

McGraw Hill Book Company
P.O. Box 37439
San Francisco, CA 94137

McGraw Hill Book Company
P.O. Box 402
Hightstown, NJ 08520

McGraw Hill Films
1221 Avenue of the Americas
New York, NY 10020

Media Five Film Distribution
1001 N Cole Avenue
Hollywood, CA 90038

Charles E. Merrill Publishing Co.
Columbus, OH 43216

Metropolitan Life Insurance Co.
Health and Welfare Division
1 Madison Avenue
New York, NY 10010

Michigan State University
Competency-Based Teach Education
East Lansing, MI 48823

Modern Talking Picture Service
Film Libraries
c/o Buchan Pictures
122 West Chippewa Street
Buffalo, NY 14202

Modern Talking Picture Film Library
200 L Street N.W., Suite 4
Washington, DC 20036

Mosby, C.V., Company
11830 Westline Industrial Drive
St. Louis, MO 63141

National Association for the
Education of Young Children
1834 Connecticut Avenue N.W.
Washington, DC 20009

National Association for
Mental Health
1800 N Kent Street
Rosslyn, VA 22209

National Audiovisual Center
National Archives and Records
Service
Washington, DC 20409

New York University Film
Library
26 Washington Place
New York, NY 10003

Newington Hospital for
Crippled Children
Newington, CT 06111

Northern Illinois University
Audio Visual Center
De Kalb, IL 60115

Ohio State University Film
Library
Department of Photography
and Cinema
156 West 19th Avenue
Columbus, OH 43210

Parent Magazine Films, Inc.
Box 1000
Elmsford, NY 10523

Pennsylvania State University
Continuing Education Stores
J. Orvin Feller Bldg., Room 7
University Park, PA 16802

Prentice-Hall Film Library
College Division
Prentice Hall, Inc.
Englewood Cliffs, NJ 01608

Research Press
Box 31779
Champaign, IL 61820

SWS Educational Films
3031 Kallin Avenue
Long Beach, CA 90808

Special Learning Corporation
42 Boston Post Road
Guilford, CT 06437

Special Purpose Films
26740 Latigo Shore Drive
Malibu, CA 90265

State University of New York
at Buffalo
4242 Ridge Lea Road
Amherst, NY 14226

Sterling Publishing Company
412 Park Avenue South
Oak Tress Company, Ltd.
London, NY 10016

Teaching Resources Corporation
100 Boylston Street
Boston, MA 02116

Charles C. Thomas
301-327 E Lawrence Avenue
Springfield, IL 62717

University of Iowa
Audio-Visual Center
Division of Extension and
University Service
Iowa City, IA 52240

University of Kansas
Film Rental Services
746 Massachusetts Street
Lawrence, KS 66044

University of Michigan
A-V Education Center
416 Fourth Street
Ann Arbor, MI 48103

University Park Press
Chamber of Commerce Bldg.
Baltimore, MD 21202

University of State of New York
Education Department
Division of Handicapped Children
Albany, NY 12224

Time-Life Films, Inc.
100 Eisenhauer Drive
Paramus, NJ 07652

Total Communication Laboratory
Western Maryland College
Westminster, MD 21157

USC Special Order Department
and Bookstore
University of Southern California
University Park
Los Angeles, CA 90007

United Cerebral Palsy Assn., Inc.
Professional Services Program
Department
66 East 34th Street
New York, NY 10016

University of California Extension
Public Film Rental Library
2223 Fulton Street
Berkeley, CA 94720

University of California at
Los Angeles
Film Library
Los Angeles, CA 90024

University of California Press
1414 South 10th Street
Richmond, CA 94804

University of Texas
Visual Instruction Bureau
Drawer W, University Station
Austin, TX 78712

University of Washington
Experimental Education Unit
Seattle, WA 98105

University of Wisconsin
Bureau of AV Instruction
1327 University Avenue
Madison, WI 53701

University of Wisconsin
SEIMC
415 W Gilman Street
Madison, WI 53706

Wayne State University
A-V Productions Center
680 Putnam
Detroit, MI 48202

Wilkerson, Bill
Hearing and Speech Center
Division of Language
Development Programs
114 Nineteenth Avenue South
Nashville, TN 37212

Wright, Bradley Films
309 N Duane Avenue
San Gabriel, CA 91775

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*Adapted for the PEG Program, SKILLBANK, Social Sciences Division, Burlington County College, Pemberton, New Jersey 08068.